

Special Education State Advisory Committee

General Meeting

January 16, 2014

10:00 a.m. – 12:30 p.m.

JHU/CTE

Columbia, MD

MINUTES

- Attendee:** Kelly Meissner, Mary Baskar, Martha Goodman, Carol Strootman, Sarah Wayland, Rachel London, John McGinnis, Dorie Flynn, Patricia Skelly
- Excused:** Rhonda Creecy, Yvonne Hu-Cotto, Lori Hall-Underwood, Dawn Koplos, Marlo Lemon, Jacqueline Power, Donna Riccobono, Denise Stamp, Kathy Kaufman, Patricia Skelly
- Guests:** Nancy FitzGerald and Tracy Lewis
- Staff:** Marcella Franczkowski, Donna Riley, and Clara Coleman

Ms. Kelly Meissner, Chair, opened the meeting at 10:00 a.m.

I. Welcome/Introductions

Approval of November 21, 2013 Minutes

Minutes was approved on 1/16/14

II: Maryland's Preliminary SPP/APR (Nancy FitzGerald)

Indicator 1-	Graduation Rates – Not Met 57.41%
Indicator 2-	Dropout Rate – Not Met 5.87%
Indicator 3a-	Student Achievement AMO – Not Met 16%
Indicator 3b-	Student Achievement Participation – Met 98.98%
Indicator 3c-	Student Achievement Proficiency – Not Met
Indicator 4a-	Suspension and Expulsion – Not Met – 16%
Indicator 4b-	Suspension and Expulsion (race/ethnicity) – Met 0%
Indicator 5a-	LRE 80% or more of the day – Met 67.97%
Indicator 5b-	LRE less than 40% of the day – Met 13.34%
Indicator 5c-	LRE Separate Public and Nonpublic – Not Met 6.41%
Indicator 6a-	Preschool LRE-regular early childhood – Not Met 56.22%
Indicator 6b-	Preschool LRE separate class, school or facility – Not Met 20.0%
Indicator 7a-	Preschool Outcomes – Positive social-emotional skills – Not Met 67.3%
Indicator 7b-	Preschool Outcomes – Acquisition and use of knowledge and skills –

	Not Met 66.0%
Indicator 7c-	Preschool Outcomes-Use of appropriate behaviors to meet their needs – Not Met 61.5%
Indicator 8a-	Parent Involvement Preschool – Met 47%
Indicator 8b-	Parent Involvement School Age – Met 40%
Indicator 9-	Disproportionate Representation (Race- Ethnicity) – Met 0%
Indicator 10-	Disproportionate Representation (Race/Ethnicity and Disability) – Met 0%
Indicator 11-	Initial Evaluation – 100% Not Met (97.37%) but, substantial compliance >95%
Indicator 12-	C to B Transition – 100% Not Met (98.82%) but, substantial compliance >95%
Indicator 13-	Transition Goals on IEP – 100% Not Met (98.7%) but, substantial compliance >95%
Indicator 14-	Post School Outcomes – Not Met 23.10%
Indicator 15-	General Supervision – 100% Not Met (99.17%) but, substantial compliance >95%
Indicator 18-	Resolutions – Met 64.3%
Indicator 19-	Mediations – Met 76.1%
Indicator 20-	State Reported Data – Met 100%

III: Assistant State Superintendent's Update – Marcella E. Franczkowski

- Marcella met with the local leaders, Birth – 21, on Thursday, January 9, 2014 to reinforce the Differentiated Framework of General Supervision and Engagement and a proposed plan to implement a graduated six-year results driven accountability plan in order to concentrate efforts on:
 - Improving student performance, including assessments, preschool outcomes, graduation, dropout, and post-school outcomes;
 - Providing access to and participation in the general curriculum with nondisabled peers to the maximum extent appropriate; and
 - Increasing parent partnerships.
- Critical to the focus and accountability shift is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps.
- Marcella shared the branding of the Maryland College and Career-Ready Standards.
- The Burden of Proof Bill is expected to be introduced.
- All students will take the MSA.
- Pre-K is up for adoption. This would likely expand to include all children. Need support to focus amendment on all children. All children should have access to pre-k.
- 3 Option:
 Tale half-day pre-k goes to full day or increase number of half-day pre-k
 - Comp services for Judy Centers. Book 3 page 57 moves to aid the education, 3-5 population is a big focus. Maryland Association of boards of Education (MABEs) Bill supposed to drop this week (today or tomorrow). Need to offer inclusive opportunities. Marcella recommends a legislative subcommittee. No staff dedicated funds to pre-k.
 - A member asked a question regarding what guidance does MSDE give to Local School Systems (LSSs) regarding grading of students with disabilities receiving special education. Local grading policies are the prerogative of each LSS.
 - The revised Maryland Online IEP (MOIEP) will link to the Part C IFSP and to Early Childhood Education data from the Division of Early Childhood Development.

- Carroll, Worcester, and Baltimore County will begin using the MOIEP effective July 1, 2014

1. Maryland General Assembly

- MITP level funded at \$10.4 million
- Autism Waiver level funded at \$12 million
- \$4.3 million added to DECD's budget to expand access to public Prekindergarten
- SB 332/HB 297 – Prekindergarten Expansion act of 2014
- HB 428 – Children – Maryland Infants and Toddlers Program Eligibility
- SB 418/HB 556 – Developmental Disabilities Administration – Low Intensity Support Services – Funding
- HB 461 – State Early Childhood Advisory Council

2. Supportive School Discipline Initiative

In Summer 2011, Education Secretary Duncan and Attorney General Holder announced the launch of a collaborative project – the Support School Discipline Initiative (Initiative) – between the U.S. Departments of Education (ED) and Justice (DOJ) to support the use of school discipline practices that foster safe, supportive, and productive learning environments while keeping students in school. The announcement came shortly following the release of the Council of State Government's groundbreaking study of nearly one million Texas students, *Breaking Schools Rules*, which highlighted a number of significant findings regarding one state's school discipline practices, including:

- Nearly six in ten public school students were suspended or expelled at least once between their seventh and twelfth-grade school years.
- Students involved in the school disciplinary system averaged 8 suspensions and/or expulsions during their middle or high school years, while 15 percent of involved students were disciplined 11 or more separate times.
- Controlling for campus and individual student characteristics, students who were suspended or expelled for a discretionary violation were nearly three times as likely to be in contact with the juvenile justice system the following year.
- African-American students has a 31 percent higher likelihood of a school discretionary discipline action, compared to white and Hispanic students, and nearly three-quarters of the students who qualified for special education services were suspended or expelled at least once.

Since its establishment, the role of the Initiative has been to coordinate federal actions to provide schools with effective alternatives to exclusionary discipline while encouraging new emphasis on reducing Disproportionality for students of color and students with disabilities. This brief outlines the successes and achievements of both Departments in collaboration with other federal agencies and private entities. The majority of these achievements align with four guiding strategies for this federal agencies and private entities. The majority of these achievements align with four guiding strategies for this federal effort-building consensus; investing in research and data collection; issuing guidance; and building awareness, capacity, and leadership.

Beyond these four core strategies, ED and DOJ have also worked to embed strategies for improving school climate and school discipline policy and practice into various existing grant programs.

Webinar Title/Dates

WEBINAR TITLE	DATE
An Overview of the School Discipline Guidance Package	January 22, 2014
School Discipline Guidance Package: Title IV and Title VI Civil Rights Guidance	January 29, 2014
School Discipline Guidance Package: Guiding Principle #1, Climate and Prevention	February
School Discipline Guidance package: Guiding Principle #2, Appropriate Consequences	March
School Discipline Guidance Package: Guiding Principle #3, Fairness and Equity	April
School Discipline Guidance package: Compendium of School Discipline Laws and Regulations	May

IV. Linking with SECACs (Kelly Meissner)

- Come up with topics of concern to Marcella. Marcella very responsive to topics transportation was very helpful. How can we reach out to Local SECACs? Have an annual meeting with the Local SECACs? Provide lunch, committee agreed this was a good idea.

V. Comments/Open Discussion (Kelly Meissner)

- Kelly will put together a planning committee for the annual meeting.

Next Executive Team Meeting: February 20, 2014
1:00 p.m. – 3:00 p.m.
MSDE, 200 West Baltimore Street, 9th Floor, Room 904
Baltimore, MD 21201

Next General Meeting: March 20, 2014
10:00 a.m. – 1:00 p.m.
JHU/CTE, 6740 Alexander Bell Drive
Columbia, MD 21046